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ABSTRACT

This booklet describes the characteristics and role of curriculum frameworks and describes how they can be used in developing educational programs. It is designed as a guide for writers of frameworks, for educators who are responsible for implementing frameworks, or for evaluators of educational programs. It provides a concise description of the three phases of the framework management cycle--production, implementation, and evaluation--and offers a plan for coordinating the efforts of the various individuals and agencies that must be involved to successfully carry out each phase of the cycle. Brief sections focus in turn on the legal basis for curriculum frameworks, the role of curriculum frameworks, characteristics of curriculum frameworks, the three phases of the framework management cycle, and the framework management process. A final section outlines the tasks that should be carried out by different groups and agencies during the production, implementation, and evaluation of curriculum frameworks. (JG)

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California Curriculum Frameworks:

A Handbook for Production, Implementation, and Evaluation Activities

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction Sacramento, 1977

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California Curriculum Frameworks:

A Handbook for Production, Implementation, and Evaluation Activities

Approved by the
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Copies of this publication are available for 65 cents each, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802. A list of curriculum frameworks and related materials that may be purchased from the Department is included on page vi.

A list of other publications available from the Department may be obtained by writing to the address given above.

Preface

Curriculum frameworks are designed to serve several purposes. They are intended, for example, to serve as a resource for use in the development of learning activities at the local level; and they are designed to serve as guides for curriculum planning in the subject-matter areas enumerated in Education Code sections 51210 and 51220 (formerly Education Code sections 8551 and 8571).[1] Most importantly, however, frameworks are a basic resource for use in program development within local communities, schools, departments, and classrooms.

Curriculum frameworks offer the best and current thinking of some of California's most outstanding leaders in the areas of curriculum development and teaching strategies. Frameworks include broad goals of instruction for a given discipline or disciplines, major concepts for consideration in curriculum development, objectives for classroom use, and suggestions for assessment of student progress.

This publication, *California Curriculum Frameworks: A Handbook for Production, Implementation, and Evaluation Activities,* provides a concise description of the three phases of the framework management cycle. It is designed to serve as a guide for writers of frameworks, for educators at all levels who have responsibilities for implementing frameworks, and for evaluators of educational programs. It is also a plan for coordinating the efforts of the many individuals, agencies, and the like that must work in concert to carry out successfully each phase of the framework management cycle: parents, teachers, administrators, school district governing boards, community representatives, colleges and universities, professional organizations, State Board of Education, State Department of Education, and offices of county superintendents of schools.

DAVIS W. CAMPBELL
Deputy Superintendent for Programs

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[1]The Education Code was reorganized in 1976. The reorganized code (Assembly Bill 3100, Chapter 1010, Statutes of 1976, as amended by Assembly Bill 3101, Chapter 1011, Statutes of 1976) became effective on April 30, 1977.

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Acknowledgments

California Curriculum Frameworks: A Handbook for Production, Implementation, and Evaluation Activities is a revised edition of *A Handbook for Curriculum Frameworks* (Sacramento: California State Department of Education, 1973). It is the result of the concerted efforts of educators and personnel from educational agencies throughout California. Leadership in the revision effort was provided by ad hoc committees of the Curriculum Development and Supplemental Materials Commission and County Superintendents' State Steering Committee for Curriculum Development and Publications. Special thanks are given to the many contributors, and especially to the ad hoc committee members listed below, for their efforts.

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Frameworks Available from the California State Department of Education

The following curriculum frameworks and related materials have been adopted by the State Board of Education and may be purchased from the California State Department of Education for the amounts indicated, plus 6 percent sales tax from California residents. Publication dates are given in parentheses.

Art Education Framework for California Public Schools: Kindergarten Through Grade Twelve (1971) $ .65

Bilingual-Bicultural Education and English-as-a-Second Language Education: A Framework for Elementary and Secondary Schools (1974) $1.10

Drama/Theatre Framework for California Public Schools (1974) $1.05

English Language Framework for California Public Schools (1976) $1.50

Foreign Language Framework for California Public Schools (1972) $ .65

Framework for Health Instruction in California Public Schools: Kindergarten Through Grade Twelve (1972) $ .65

Framework in Reading for the Elementary and Secondary Schools of California (1973) $1.25

Mathematics Framework for California Public Schools (1975) $1.25

Mathematics Scope and Sequence Charts (1975) $1.25

Music Framework for California Public Schools: Kindergarten Through Grade Twelve (1971) $ .65

Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve (1973) $ .65

Science Framework for California Public Schools: Kindergarten—Grades One Through Twelve (1970) $ .65

Social Sciences Education Framework for California Public Schools (1975) $1.10

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A complete list of publications available from the Department may be obtained by writing to the address listed above.

Legal Basis for Curriculum Frameworks

Because education must be ever-changing to meet the needs of students in a rapidly changing world, a constant need exists to evaluate, modify, and improve the overall curriculum in the public schools. In passing Senate Bill 1 (Chapter 182, Statutes of 1968), the California Legislature reinforced the authority of school districts to undertake these tasks and at the same time recognized the need to establish some degree of commonality with respect to curriculum in the public schools. A major result of that legislative action was the addition to the Education Code of Section 7502, which is now Section 51002 under the reorganized Education Code.[1] That section reads as follows:

> 51002. The Legislature hereby recognizes that, because of the common needs and interests of the citizens of this state and the nation, there is a need to establish a common state curriculum for the public schools, but that, because of economic, geographic, physical, political and social diversity, there is a need for the development of educational programs at the local level, with the guidance of competent and experienced educators and citizens. Therefore, it is the intent of the Legislature to set broad minimum standards and guidelines for educational programs, and to encourage local districts to develop programs that will best fit the needs and interests of the pupils, pursuant to stated philosophy, goals, and objectives.

On the basis of the legislation cited above and the need for an underlying structure to enable school districts to design and develop adequate instructional programs, the State Board of Education adopted policies for the development of curriculum frameworks for the subject areas commonly included in the public schools. Such frameworks have become the means through which the State Board communicates to school districts its recommendations concerning curriculum.

In 1972 the Legislature, through provisions of Assembly Bill 531, gave recognition to curriculum frameworks as important educational tools. It also emphasized the need for framework guidelines by specifying the duties of the Curriculum Development and Supplemental Materials Commission. That legislation added Education Code sections 9235 and 9404, which appear as sections 60028 and 60204, respectively, in the reorganized code.

> 60028. "Curriculum framework" means an outline of the components of a given course of study designed to provide state direction to school districts in the provision of instructional programs.

> 60204. The commission shall:
>
> (a) Recommend curriculum frameworks to the state board.
>
> (b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and which comply with the provisions of Article 3 (commencing with Section 60040) of Chapter 1 of this part. Such criteria shall be public information and shall be provided in writing or printed form to any person requesting such information.

[1]The Education Code was reorganized in 1976. The reorganized code (Assembly Bill 3100, Chapter 1010, Statutes of 1976, as amended by Assembly Bill 3101, Chapter 1011, Statutes of 1976) became effective on April 30, 1977.

The Role of Curriculum Frameworks

Curriculum frameworks play an important role in the processes of (1) materials selection; (2) curriculum development; (3) staff development; (4) curriculum articulation; (5) program evaluation; and (6) personnel evaluation.

Materials Selection

Curriculum frameworks provide the basis for the development of criteria for selecting instructional materials. Each subject-matter framework includes goals that serve as guidelines for the determination of such criteria. The criteria are then used in selecting, through the state adoption process mandated in Education Code sections 60200–60205 (formerly sections 9400–9405), materials for use in kindergarten and grades one through eight. Although the state adoption process involves grade levels up to grade eight only, the frameworks serve as guidelines for school districts to utilize in selecting instructional materials for use in grades nine through twelve.

Curriculum Development

Curriculum frameworks serve as a resource for instructional and advisory personnel in the development of local curricula, and they provide guidance to county and district boards of education in the development of specific courses of study, which often include specifications for course content, interdisciplinary planning, methodology, and use of materials.

The goals stated in a given framework are designed to enable the users of that framework to meet needs in the area of program development in their school community, in individual schools, in individual departments, and in individual classrooms. Classroom teachers, administrators, curriculum specialists, and community advisory bodies use the frameworks for guidance in planning, developing, organizing, articulating, and evaluating programs. Because many districts do not have curriculum specialists, much of the responsibility for program development rests with teacher committees, State Department of Education personnel, and personnel from offices of county superintendents of schools, all of whom use the frameworks in their deliberations. Frameworks are particularly useful to planning teams as they develop instructional components for project applications.

Although frameworks are intended to cover the program from kindergarten through grade twelve, their effect can also be noted in preschool programs and child care centers and in adult education programs, particularly basic education programs.

Staff Development

Curriculum frameworks provide an important basis for university level course outlines utilized in teacher preservice training, and they are valuable tools for use by teachers to "update" and upgrade competencies.

Curriculum Articulation

Curriculum frameworks play an important role in maintaining continuity of instruction from district to district. They also provide guidelines for articulation of content from kindergarten through grade twelve. Articulation is further enhanced by the curriculum framework development process, which provides for periodic *statewide* interchange and updating of ideas required to maintain the frameworks. This interchange involves leaders in a discipline and personnel from offices of county superintendents of schools and school districts, including classroom teachers.

Program Evaluation

Guidelines for the development of program objectives contained in curriculum frameworks provide a valuable resource for school districts to utilize in evaluating their programs and for the State Department of Education to use in conducting statewide assessment programs.

Personnel Evaluation

Education Code Section 44664 (formerly Education Code Section 13489) mandates that certificated personnel be evaluated on a regular basis. Instructional objectives based on curriculum framework goals may be used by teachers and administrators in the evaluation process.

Characteristics of Curriculum Frameworks

The information contained in this section deals with the (1) emphasis of curriculum frameworks; (2) organization of frameworks; and (3) format for frameworks.

Emphasis

In the development of curriculum frameworks, emphasis should be given to (1) provision for alternatives; (2) clarity of presentation; (3) utilization of existing guidelines; and (4) awareness of the social content requirements contained in the Education Code.

Provision for Alternatives

Curriculum frameworks should provide alternatives rather than prescriptions.

So that frameworks are useful in terms of both program development and instructional improvement, their content must provide for meeting needs in diverse school situations throughout the state.

Suggested educational approaches, techniques, and learning activities should be designed for use in communities characterized by extremely different philosophies; by teachers with different teaching styles; and by students with different motivations, interests, and abilities.

Clarity of Presentation

The impact that a curriculum framework has on those who use it is determined to a great degree by the clarity of the ideas presented in it.

Clarity can be achieved in several ways, including the following:

1. Presenting ideas in logical sequence
2. Offering adequate data and examples to support conclusions and judgments
3. Providing smooth transitions from one idea or concept to another

Clarity is further enhanced by two characteristics of effective writing–brevity and simplicity:

1. *Brevity*. Curriculum frameworks should be brief. The Curriculum Development and Supplemental Materials Commission recommends that frameworks not exceed 50 pages. Chapters, sections, paragraphs, and even sentences should reflect this characteristic.
2. *Simplicity*. Ideas should be expressed simply. Although frameworks sometimes deal with complex concepts, the method of explanation and the style of language do not have to be complex.

Writing clearly and well requires a high degree of skill. Only persons who have such skill should attempt to write and edit frameworks.

Utilization of Existing Guidelines

Insofar as is appropriate, curriculum frameworks should reflect existing guidelines for curriculum development and instruction. They should also relate to the current programmatic thrusts of the State Department of Education and of curriculum development efforts statewide.

Awareness of Social Content Requirements

The content of curriculum frameworks should be in compliance with the social content requirements contained in Education Code sections 60040–60044 (formerly Education Code sections 9240–9243), particularly those that mandate educational programs to be nonsexist in approach and those that are directed toward students' sensitivity to a pluralistic, multicultural society.

Framework Organization

Curriculum frameworks should include all of the items listed below:

- Foreword–The foreword for each curriculum framework shall be prepared by the Superintendent of Public Instruction.
- Preface–The preface is to contain a brief statement about the purposes of the framework. The following are also *recommended* for inclusion in the preface: (1) a reference to Education Code Section 51002 (formerly Education Code Section 7502), relating to the authority of school districts to develop programs to meet the needs and interests of their students; (2) a reference to the roles of the State Board of Education, Curriculum Development and Supplemental Materials Commission, and Framework Writing Committee; (3) an explanation of the developmental process for frameworks; and (4) an explanation of the relationship of the framework to the total process of curriculum development and selection of instructional materials.
- Acknowledgments–Acknowledgment of the contributions of individuals, agencies, or orga-

nizations to the development of the framework may be included in the preface or in a separate acknowledgments section.

- Contents
- Introduction—The introduction should include each of the following as applicable: (1) a description of the "role" of the particular content area in the curriculum and its relationship to other content areas; (2) a brief discussion of recent developments and trends in the content area and the ways in which they affect instruction; and (3) a reference to any applicable state codes that relate to the content area. A brief explanation of the framework format is also *recommended* for inclusion in the introduction.
- Goals of instruction—Instructional goals in the affective, cognitive, and psychomotor domains and a description of the basis for the goals should be included. Such a description might include information about the (1) nature of the content area; (2) theories of learning utilized in the content area; (3) relationship of the content area to society and the curriculum; and (4) characteristics of the learners to be served.
- Concepts and processes—The major concepts and processes that pertain to the content area should be outlined and defined in the framework.
- Objectives—The section of the framework that deals with objectives may include any or all of the following: (1) a general statement regarding the multiple uses of objectives in the educational process; (2) an explanation of the relationship of the content objectives to the goals; (3) an explanation of the relationship of evaluations to objectives; and (4) descriptions of factors that influence the determination of objectives, suggested learning activities, and instructional methods and procedures appropriate to the content area. Such factors could include the target population (achievement level, ethnicity, and so forth); age grouping; the type of goal(s); the domain (affective, cognitive, or psychomotor) of the particular goal(s); and the category of the objective within the appropriate domain (for example, the category of *valuing* within the affective domain or *comprehension* in the cognitive domain); (5) sample objectives; and (6) a statement indicating the relationships between the learning activities and the objectives.
- Application to classroom instruction—The section on application to classroom instruction should include a description of an appropriate learning environment, teaching strategies, and learning activities designed to meet the needs of students.
- Evaluation—A variety of evaluation instruments and techniques should be described. These may include criterion-referenced tests, informal teacher assessments, self-assessment by the learner, and questionnaires for use in community and staff evaluations. The description should also indicate how the instruments and techniques should be utilized in measuring individual student progress, achievement of program goals and objectives, and content validity.

  For evaluation of the individual student, the following aspects should be assessed: (1) readiness for acceptance into the program or appropriate entry level; (2) progress in relation to the affective, cognitive, and psychomotor domains; (3) extent of achievement of goals and objectives at the end of the program; and (4) progress through various levels of the program.

  For program evaluation, consideration should be given to the following: (1) progress of students; (2) logical sequencing of skills; (3) flexibility in meeting the needs of a variety of learners; (4) management and recordkeeping; (5) impact on the total school curriculum; (6) impact on the community; and (7) physical setting and environmental conditions.
- Appendix(es)—The appendix material should contain a glossary of terms, with cross-references to specific pages, and a list of selected references.

Publication Format

In preparing curriculum frameworks, writers should be aware of the following with regard to the format of the final publication:

1. Published frameworks shall be 8½ inches x 11 inches.
2. The cover shall be a soft cover of durable material, with durable binding.
3. Frameworks should not exceed 50 pages in length.
4. Each framework shall include appropriate illustrations, which may include photographs, sketches, charts, or graphs.

Production, Implementation, and Evaluation

The curriculum framework management cycle is composed of three phases: production, implementation, and evaluation. All three require the collaborative efforts of many individuals, agencies, and groups.

Production

The production of a curriculum framework involves the writing and publishing of a document that will provide direction to school districts in the provision of instructional programs.

The production of frameworks follows a six-year cycle, which is coordinated with the six-year major adoption cycle for instructional materials. The schedule is such that a framework is to be published three years before the major adoption in the particular subject-matter area.

The Curriculum Development and Supplemental Materials Commission initiates the production process by establishing a Curriculum Framework and Criteria Committee. This committee is responsible for writing the framework, which generally requires approximately one year. Before a framework is submitted to the State Board for adoption, it should be subjected to a field review, and appropriate modifications should be made. Once adopted by the Board, the framework is published and distributed throughout the state for implementation.

Existing frameworks are generally revised as a result of one or more of the following conditions:

1. Increases in knowledge and/or the emergence of a new emphasis in the instructional area or subject
2. Changes in teaching methods and/or knowledge about learning processes
3. Changes in the goals of society
4. New interpretations of the purposes of the instructional area or of the desired emphasis in the instructional area
5. A need for more concise criteria for the development and selection of instructional materials

A general assumption is made that one or more of the conditions listed above will occur during a six-year period. If none does occur, however, delaying revision for another six-year cycle may be advisable. Conversely, a serious change in one or more of the above conditions during the six-year period may require that a committee be convened to prepare a position paper describing the influence that such new developments are expected to have on the philosophy, concepts, goals, or methodology of the framework.

Implementation

The implementation process is a long-term process that overlaps the production and evaluation phases. No specific dates can be set for the beginning or completion of implementation activities.

The implementation of a curriculum framework affects the curriculum and instructional programs at the local level; the implementation plan should therefore provide for the involvement of teachers. Preservice training programs and staff development programs should be compatible with the goals stated in the framework. The State Department of Education will appoint a Framework Implementation Committee to design and implement strategies statewide for staff development at all levels. The development of materials and media resources to expedite staff development is an essential part of the implementation process.

Evaluation

The primary purpose of the evaluation phase is to provide for improved production and implementation of *future* frameworks.

The evaluation of a curriculum framework involves assessing the usefulness of the document to school districts and educators throughout California. Evaluation is an ongoing process and includes activities that are designed to support the production and implementation phases. (A field review is an example of an evaluation activity that is conducted during the production phase.)

All of the following must be determined as part of the evaluation phase:

1. Effectiveness of the implementation strategies
2. Extent to which the framework was used by county and district personnel in developing curriculum guides and instructional resources
3. Effect of the framework on students' learning

The evaluation phase will be managed by a Framework Evaluation Team appointed by the State Department of Education.

The Framework Management Process

The framework management process should provide for the invovlement of persons and agencies with vested interests and responsibilities pertaining to the subject area of the curriculum framework and for coordination of the work of the various framework committees. The State Department of Education staff members assigned to assist in the preparation of a framework will, in effect, provide a clearinghouse regarding the status of the curriculum framework at any time. The aid of personnel from all of the following should also be enlisted in the management process: offices of county superintendents of schools, school districts, universities and colleges, professional organizations, teacher and administrator organizations, and other appropriate agencies.

The State Board of Education, the Curriculum Development and Supplemental Materials Commission, and the County Superintendents' State Steering Committee for Curriculum Development and Publications have critical roles in the total framework management process. Ad hoc and special committees are formed to provide for the utilization of the skills of specialists in specific subject-matter areas, training of teachers, and evaluation of process and product.

Outline of Tasks

The activities of several agencies are combined in the production, implementation, and evaluation of curriculum frameworks. The responsibilities of each are described in the following sections.

Phase I—Production

The following are involved in the production of curriculum frameworks: State Board of Education, Curriculum Development and Supplemental Materials Commission, State Department of Education, Curriculum Framework and Criteria Committee, and County Superintendents' State Steering Committee on Curriculum Development and Publications.

State Board of Education

In the production phase the State Board of Education does the following:

- Establishes policy regarding the development of curriculum frameworks
- Adopts guidelines recommended by the Curriculum Development and Supplemental Materials Commission
- Authorizes the schedule for development and production of specific frameworks and of criteria for selection of materials and adopts specific frameworks and criteria for selection of materials

Curriculum Development and Supplemental Materials Commission

In the production phase the Curriculum Development and Supplemental Materials Commission does the following:

- In cooperation with the State Department of Education, County Superintendents' State Steering Committee on Curriculum Development and Publications, school district personnel, and other interested groups, develops guidelines for the production of curriculum frameworks and criteria for the selection of materials
- Establishes and appoints members of the Curriculum Framework and Criteria Committee
- Approves the framework and criteria for selection of materials
- Recommends the framework and criteria to the State Board of Education for adoption

State Department of Education

In the production phase the State Department of Education does the following:

- Establishes the budget for the framework production activities of the Curriculum Framework and Criteria Committee
- Coordinates logistical and budgetary activities relating to the Curriculum Framework and Criteria Committee
- Establishes liaison with the Framework Evaluation Team and the County Superintendents' State Steering Committee on Curriculum Development and Publications with regard to the field-review process
- Establishes liaison with subject-area professional organizations, teacher associations, administrator associations, teacher-training institutions, and other concerned agencies, groups, and individuals
- Coordinates production work
- Establishes timelines for printing and distribution of curriculum frameworks

Curriculum Framework and Criteria Committee

In the production phase the Curriculum Framework and Criteria Committee does the following:

- Selects a chairperson from among its membership
- Reviews the findings of the evaluation team's studies to identify the strengths and weaknesses of the current framework.
- Conducts research of current literature and learning theories, studies successful programs, and attempts to determine future trends
- Considers critical issues related to the subject area of the framework
- Reviews Education Code requirements related to the content of the curriculum and to the selection of instructional materials
- Develops the framework, using the guidelines of the Curriculum Development and Supplemental Materials Commission
- Prepares a field-review edition of the framework
- Rewrites and revises the field-review document on the basis of feedback received through the field-review process
- Presents the "final" version of the framework to the Curriculum Development and Supplemental Materials Commission

- Prepares the criteria for the selection of materials for presentation to the Curriculum Development and Supplemental Materials Commission

County Superintendents' State Steering Committee on Curriculum Development and Publications

In the production phase the County Superintendents' State Steering Committee on Curriculum Development and Publications does the following:

- Recommends candidates for membership on the Curriculum Framework and Criteria Committee
- Selects individuals to cooperate with the Framework Evaluation Team in the field review of the framework
- Assists the Framework Evaluation Team in the field review of the framework
- Assists the Framework Evaluation Team in reporting the results of the field review to the Curriculum Framework and Criteria Committee

Phase II–Implementation

The following are involved in the implementation of curriculum frameworks: State Board of Education, Curriculum Development and Supplemental Materials Commission, State Department of Education, Framework Implementation Committee, and County Superintendents' State Steering Committee on Curriculum Development and Publications.

State Board of Education

In the implementation phase the State Board of Education does the following:

- Directs the State Department of Education to develop procedures to assist districts with the implementation of the framework
- Reviews the evaluation reports on implementation from the State Department of Education and takes appropriate action

Curriculum Development and Supplemental Materials Commission

In the implementation phase the Curriculum Development and Supplemental Materials Commission does the following:

- Recommends the appointment of one of its members to serve on the Framework Implementation Committee
- Receives evaluation reports on implementation from the State Department of Education
- When advisable, and in cooperation with the appropriate groups, revises guidelines for writing frameworks on the basis of the results of the implementation evaluation

State Department of Education

In the implementation phase the State Department of Education does the following:

- Establishes the budget for implementation of the curriculum framework
- Establishes a standing Framework Implementation Committee and appoints members
- Assigns a staff member to serve as executive secretary of the Framework Implementation Committee and to manage logistical and budgetary activities
- Coordinates implementation activities with appropriate production and evaluation activities
- Establishes liaison with the County Superintendents' State Steering Committee on Curriculum Development and Publications to identify personnel to assist in implementation activities
- Develops or contracts for the development of materials for implementation

Framework Implementation Committee

The Framework Implementation Committee does the following:

- Selects a chairperson from among its membership
- Examines the framework and the criteria for selection of instructional materials
- Develops the implementation plan for field-testing
- Develops guidelines for the design of local instructional programs
- Develops guidelines for teacher preparation and staff development
- Selects members to serve on an ad hoc committee to plan staff development activities for school district personnel
- Selects members to serve on an ad hoc committee to plan preservice training activities with representatives from teacher training institutions
- Identifies resources required for the development of implementation materials and strategies
- Reviews the findings from the field-test evaluation and makes any necessary modifications in the implementation plan

- Assists the County Superintendents' State Steering Committee on Curriculum Development and Publications in coordinating staff development activities with the implementation plan for teachers
- Reviews the findings from the evaluation of implementation activities and recommends any needed modifications of procedures for preparation of future frameworks

County Superintendents' State Steering Committee on Curriculum Development and Publications

In the implementation phase the County Superintendents' State Steering Committee on Curriculum Development and Publications does the following:

- Recommends candidates for membership on the Framework Implementation Committee
- Establishes liaison with related agencies, subject-area professional organizations, teacher associations, administrator associations, teacher-training institutions, and other concerned groups, agencies, and individuals
- Recommends resources for the development of implementation materials and strategies for the field-testing of the implementation plan
- Assists the State Department of Education, Framework Implementation Committee, and Framework Evaluation Team in coordinating the development of materials and strategies and in field-testing the implementation plan
- Reviews the findings from the field-test evaluations and, with the Framework Evaluation Team, recommends modifications to the Framework Implementation Committee
- Assists the Framework Evaluation Team in evaluating implementation activities
- Reviews the findings from the evaluation of the implementation phase, reports the findings to the county superintendents of schools, and makes recommendations to the county superintendents of schools for revisions in procedures

Phase III–Evaluation

The following are involved in the evaluation of curriculum frameworks: State Board of Education, Curriculum Development and Supplemental Materials Commission, State Department of Education, Framework Evaluation Team, and County Superintendents' State Steering Committee on Curriculum Development and Publications.

State Board of Education

In the evaluation phase the State Board of Education does the following:

- Directs the State Department of Education to develop procedures for evaluation of both the process and products of the production, implementation, and evaluation phases
- Reviews evaluation reports and recommendations from the State Department of Education and the Curriculum Development and Supplemental Materials Commission and takes appropriate action

Curriculum Development and Supplemental Materials Commission

In the evaluation phase the Curriculum Development and Supplemental Materials Commission does the following:

- Recommends the appointment of persons to serve as members of the Framework Evaluation Team
- Reviews the reports from the State Department of Education on the evaluation of the framework
- In cooperation with appropriate groups, prepares recommendations for modification of procedures in the various phases of framework development
- Presents recommendations to the State Board of Education for appropriate action

State Department of Education

In the evaluation phase the State Department of Education does the following:

- Establishes the budget for framework evaluation
- Establishes a Framework Evaluation Team and appoints members to it
- Assigns a staff member to serve as executive secretary of the Framework Evaluation Team and to manage logistical and budgetary activities
- Coordinates evaluation activities with the activities of production and implementation
- Maintains liaison with subject-area professional organizations, teacher organizations, administrator associations, teacher-training institutions, and other concerned groups, agencies, and individuals
- Maintains liaison with the County Superintendents' State Steering Committee on Curriculum Development and Publications to expedite evaluation activities

- Presents evaluation reports to the State Board of Education and to the Curriculum Development and Supplemental Materials Commission

Framework Evaluation Team

The Framework Evaluation Team does the following:

- Selects a chairperson from among its membership
- Develops a plan for evaluating the production, implementation, and evaluation phases of framework development
- In cooperation with the Curriculum Framework and Criteria Committee and the Framework Implementation Committee, constructs evaluation instruments and formats for reports
- Conducts field tests of evaluation instruments and strategies and makes any necessary revisions
- Develops and implements the evaluation schedule
- Collects and analyzes evaluation data
- Reviews the evaluation findings with the Curriculum Development and Supplemental Materials Commission Subject Area Committee, Framework Implementation Committee, County Superintendents' State Steering Committee on Curriculum Development and Publications, and State Department of Education
- Prepares for the State Department of Education written reports that identify strengths and weaknesses in the framework and recommends revisions in the framework development process
- Presents reports to writing teams, the Curriculum Development and Supplemental Materials Commission, State Department of Education, State Board of Education, County Superintendents' State Steering Committee on Curriculum Development and Publications, Framework Implementation Committee, personnel from the offices of county superintendents of schools, and school district personnel

County Superintendents' State Steering Committee on Curriculum Development and Publications

In the evaluation phase the County Superintendents' State Steering Committee on Curriculum Development and Publications does the following:

- Recommends candidates for membership on the Framework Evaluation Team
- Assists with the coordination of evaluation activities
- Reviews and presents to the county superintendents of schools evaluation reports and recommendations for modification of the procedures for the development of curriculum frameworks

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